

Library Services and Technology Act

Massachusetts Long-Range Plan 2003 - 2007

Background/Introduction

MASSACHUSETTS—A STATISTICAL OVERVIEW

One's general impression of the Massachusetts population is that of a highly educated group with higher than average income as the following statistics show:

CHARACTERISTIC	US	MA
Population	NA	6,349,097
Rank among states	NA	13
Educational Attainment		
High School graduate or more	84.1	85.1
College graduate or more	25.6	32.7
Crime Rate		
Offenses (per 100,000)	4,619	3,436
Personal Income Per Capita	\$29,676	\$37,992
Households Income	\$40,816	\$44,192
Persons Below Poverty Level	11.8%	11.7%
Birth Rate (per 100,000)	14.5	13.1
Households with Computers	51%	53%
Households with Internet Access	41.5%	45.5%
Home Ownership Rate	67.4%	59.9%
Public Elementary or Secondary School Expenditure (Rank)	NA	7

Source: Statistical Abstract of the United States, 2001.

However, there are many faces in the population of Massachusetts that the overall statistics may hide from our view.

NEWCOMER AND LIMITED ENGLISH PROFICIENT POPULATION

Although the Census data on the foreign-born will not be released until 2002, supplemental survey estimates the foreign-born population at 763,513. This is 12.5 percent of the

state's overall population and an increase of 33.1 percent above the 1990 population of 573,733 foreign-born residents. This increase in the state's foreign-born population from 1990 accounted for 65.3 percent of the state's overall population increase over the same period.

Since 1990 there has been a marked increase in the Asian and Hispanic population in the Commonwealth. Nationally, those two groups account for over two-thirds of all immigrants. The Asian population increased by 67.8 percent and the Hispanic population increased by 49.1 percent. The increase in those two population segments accounted for over two-thirds (71.7 percent) of the state's population increase. Another indicator of the change in the immigrant population is data on the share of the population that speaks a language other than English at home. Between 1990 and 2000 the share of non-English speakers at home in Massachusetts increased by over two-fifths, from 15.2 percent to 18.6 percent.

Between the 1980 and 1990 Censuses, the population of Massachusetts grew by 4.8 percent. However, the state's foreign-born population grew by 14.5 percent during that same period and accounted for 26.6 percent of the overall population growth. Massachusetts now has the 7th largest population of foreign born in the country. Two-fifths (40.1 %) of the foreign born in 1990 had entered since 1980.

According to a report published in January, 2000 by the Massachusetts Institute for a New Commonwealth and Citizens Bank, by 1990 only 37 percent of Massachusetts' immigrant population had roots in Europe, contrasting with immigration before 1970, when nearly 80 percent of foreign-born residents were from Europe and Canada.

Information from the following table was provided by Office of Refugee and Immigrant Health in the Massachusetts Department of Public Health. Their website is located at <http://www.state.ma.us/dph/orih/htm>.

Foreign Populations of Massachusetts		
Language	1999 Community Estimate	Major Countries of Origin
Spanish	228,458	Puerto Rico, Mexico, Central and South America
Portuguese	133,373	Brazil, Cape Verde, Madeira, the Azores, Mozambique
French	124,973	France, Canada, Haiti
Western Europe	171,000	
Chinese	43,248	
Arabic	13,128	
African	18,500	Ethiopia, Somalia, Eritrea
Indic	12,971	

Vietnamese	12,655	
Khmer	12,178	
Russian	12,101	
Korean	7,935	
Japanese	6,849	

New immigrants who live in central cities and suburban developments have helped to offset the regional population loss and contribute to the workforce. The newcomer immigration has actually kept the state's population from shrinking. Of all the children in Massachusetts under 18, approximately one in four is either an immigrant or the child of an immigrant parent. This report clearly shows, the face of Massachusetts is changing.

These newcomers are more economically diverse than previous groups of foreign-born. Many are helping support the manufacturing sector while others are participating in highly skilled jobs centered around many of Massachusetts' universities and high tech industries. Newcomers with little or no education are more likely to be employed in the labor force in service industries. These newcomers face challenges and clearly need opportunities to learn and practice English. Their participation is vital to the workforce and they provide important support to many economic sectors upon which Massachusetts depends.

JOB GROWTH AND UNEMPLOYMENT

According to figures cited in the Massachusetts Department of Employment and Training using *Massachusetts Seasonally Adjusted Data*, since 1997, unemployment in the state has fluctuated between 3.7 and 2.3 percent, reaching an all time low in 2000. Beginning in June of 2001, the unemployment figure has risen a few percentage points each month. By September 2001 the figures had climbed to 3.9 percent and as of February 2002 the unemployment rate stands at 4.4 percent.

In a report published in 2000 by the Progressive Policy Institute's (PPI) "Technology & New Economy Project", over the past fifteen years, a "New Economy" has emerged in the United States which has fundamentally altered the industrial and occupational order. In the industrialized age, Massachusetts prospered by having workers who could perform jobs, which relied on hard labor, and repetitive and physically demanding jobs. Today's workers increasingly need a higher level of education, critical thinking skills and the ability to work in groups as a requirement for the new knowledge and information-based jobs. Advances in information technologies have reshaped and restructured the economy of Massachusetts and the country. Economists are increasingly using a new set of indicators which measure "knowledge jobs", "globalization", "economic dynamism and competition", "transformation to a digital economy" and "technological innovation capacity" to determine the viability of states and communities to participate. While workers in the Commonwealth have performed well on many of these new indicators, there is concern about the overall skill level of residents in the coming years based on educational data.

(Source PPI web site <http://www.ppionline.org>)

LITERACY

According to the Massachusetts Department of Education, an estimated two million Massachusetts adults lack the educational skills and abilities expected of a high school graduate. Approximately 877,000 or 19 percent of adults over the age of 18 have not attained functional literacy, and another 1,162,000 (25 percent) are functioning below the level of skills and abilities expected of a high school graduate. The total of these two groups adds up to almost 45 percent of our state's population 18 years of age and older, which means that almost half of all adults lack an adequate educational foundation and are in need of basic education services.

Many of these adults dropped out of high school, but this group also includes high school graduates who either have not achieved expected levels of competency or who lack the ability to communicate their skills and abilities in English. Low educational level also has an impact creating a continuing intergenerational cycle of illiteracy, a workforce unable to effectively learn new procedures and technologies, and a business community unable to compete effectively.

The Massachusetts budget for adult basic education was \$17 million in FY2002. The Adult and Community Learning office is part of the Massachusetts DOE. They offer Adult Basic Education grants (including literacy through adult secondary education and English for speakers of other languages) which provide free access for educationally disadvantaged adults, age 16 and older, for adult basic education services in their geographic or ethnic communities in the Commonwealth. These services are supported through combined federal and state funding. A limited number of library-based literacy programs have secured DOE funding in the past five years.

The DOE also funds SABES (System for Adult Basic Education Support) which supports five regional centers in coordination with a central support center. These centers, operating much like the Massachusetts Regional Library systems, offer accessible training opportunities and resources for staff, program, and leadership development for adult basic education providers, including library-based literacy programs.

FAMILY LITERACY

In Massachusetts, more than 465,000 parents with children under 13 years of age are undereducated or limited English proficient and in need of literacy services for both their children and themselves. Children in 114,000 families have a parent who cannot read aloud to them. Children in 264,000 families have parents who can read at a basic level but have difficulty helping their children with homework.

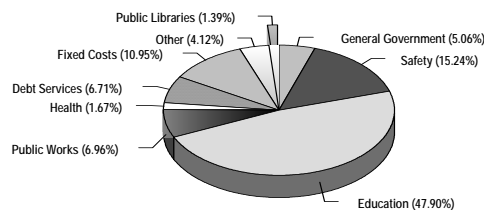
It is documented that children living in homes with parents who have not completed high school are five to six times more likely to drop out of school than are other children. Family literacy enables parents to improve their skills to be more effective in their role as their children's first and most important teacher and enhance the value placed on education within the family.

Massachusetts's libraries have played an active role in both the delivery and support of family literacy services. A number of library-based literacy programs have been offering direct service as part of a constellation of literacy activities for parents and children for more than ten years. Other libraries support community literacy providers by offering family programs, modeling story reading by staff and maintaining appropriate materials from which parents and children are encouraged to select.

PUBLIC LIBRARIES

There are presently 370 public libraries in the 351 cities and towns of Massachusetts, not including the branches frequently found in larger municipalities. Some communities have more than one library, each independent of the others and each with its own board of trustees. The type, quality, and kinds of programs and services local public libraries are able to offer their communities vary due to the mix of population size, as well as financial and geographic factors. Municipalities are the primary source of funding for their libraries, and most also receive state aid, dependent upon their meeting certain minimum standards. As shown in the charts below, public libraries have made significant gains in funding over the last 10 years as measured by the percent of municipal general fund expended by the library.

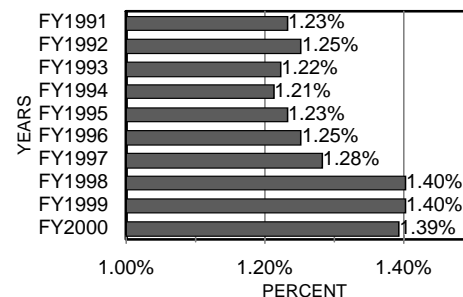
FY 2000 Massachusetts Municipal Pie



Statewide Average Municipal Spending

Library Expenditures as Percentage of General Fund

FY1991-FY2000



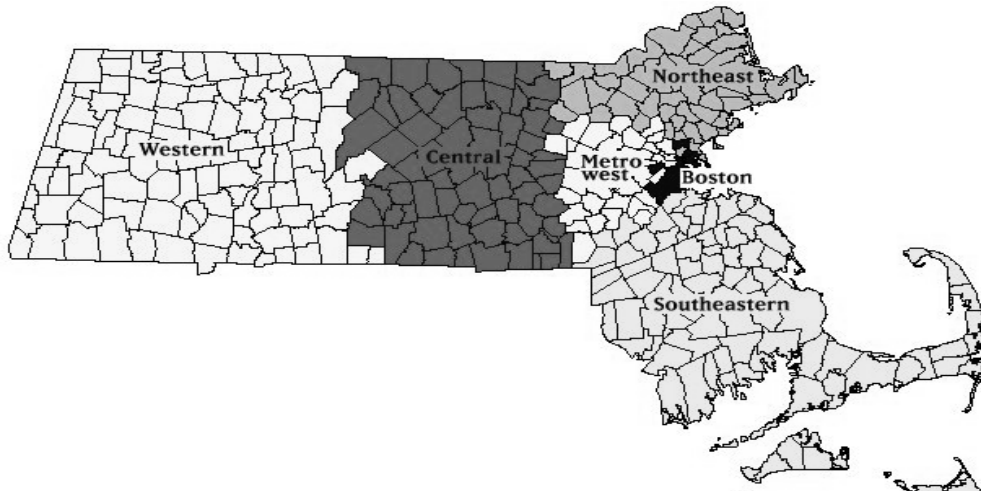
FY1991 – FY2000

Local libraries' efforts to serve their patrons well are coupled with supplemental services provided by regional library systems, the Library of Last Recourse, and automated resource sharing networks as described below. These supplemental services are further enhanced by state funded programs that provide licensed reference databases for use in libraries and by residents from homes and offices via the Internet.

REGIONAL LIBRARY SYSTEMS

Six regional library systems, serving all types of libraries, began operation in 1997. Replacing the three regions that had existed for over 30 years to serve 370 public libraries,

the new multi-type regions have grown to serve over 1700 public, school, academic and special libraries. Regions provide delivery, interlibrary loan, reference and research services (including access to web-based online databases), supplemental deposit collections, cooperative purchasing, continuing education, technical services support, technical assistance and consulting, and the statewide Summer reading program.



REGIONAL MEMBERSHIP LEVELS FY2002

	Public	Academic	School	Special	Total
Boston	3	29	28	52	112
Central	72	15	134	31	252
Metrowest	38	26	221	44	329
Northeast	54	13	232	38	337
Southeastern	101	13	205	42	361
Western	103	18	151	31	303
Total	371	114	971	238	1694

The regions provide leadership and drive innovation in library service to member libraries and to residents of the Commonwealth. With endeavors such as 24x7 reference service, the MassCAT union catalog that allows smaller libraries to begin resource sharing, and distribution of portable e-book readers to member libraries, the regions are finding new ways to best meet the needs of their regions and confirm the relevance of libraries in rapidly changing times.

LIBRARY OF LAST RECOURSE

In 1970, the Boston Public Library was designated by legislation as the Library of Last Recourse for reference and research services in the Commonwealth (Mass. General Laws, Chapter 78, Section 19C, paragraph 4). A state appropriation is made each year through a Board of Library Commissioners account to fund this service. The amount of the appropriation is calculated on a per capita basis using the statewide population.

STATEWIDE SERVICES FOR LIBRARIES

Statewide Services provide an array of services for residents and libraries seeking full-text material in electronic databases or highly current or in-depth information resources in specific subject areas. Great gains have been made since 1997 in these state funded program areas. In fact, most of these programs had not been implemented then. However, the Commonwealth's current economic condition has required funding cuts in FY2002 with additional cuts proposed for FY2003.

- **Electronic Databases**

Through statewide contracts using a combination of state and regional funds, Massachusetts residents and regional member libraries have come to enjoy a number of valuable full-text information resources from commercial database providers. Over the last six years, the Board and Regions have offered first in-library, and then home access to a family of Gale group (formerly Information Access Company) databases. Access to the full text of the Boston Globe has been provided via a grant to the Boston Public Library Statewide Reference and Referral Center. Each of the six regions has contributed to a contract with bigchalk, Inc. for Electric Library, a multimedia product with current news and ready reference, and a large file of images. Most recently, the Boston Public Library Statewide Reference and Referral Center has provided statewide access to approximately 7,000 ebooks through netLibrary, and a Biography reference database from H.W. Wilson. Several of the regions provide additional database products to their own member libraries.

- **Statewide Reference, Referral and Document Delivery Center**

The Boston Public Library (BPL) is the Statewide Reference & Referral Center, providing mediated supplemental reference and information services for regional reference & research centers, and individual regional member libraries in specialized subject areas. The Boston Public Library provides regional member libraries with document delivery services for journal articles. Articles are delivered via telefacsimile and electronic transmission (*e.g.*, Ariel), and by mail.

- **Specialized Reference Centers**

Supplementary reference and research support are provided in the areas of: consumer health, legal information, and business and economic development. Contracts with Treadwell Library at Massachusetts General Hospital, the Massachusetts Trial Court Law Libraries and Five Colleges, Inc. (through the W.E.B. Dubois Library at the University of Massachusetts-Amherst) provide support in these respective areas. Treadwell and the Trial Courts respond to reference questions from member librar-

ies; UMass Amherst Library provides the MassBedrock web site, a portal to business and economic development in the Commonwealth.

- **Statewide Delivery**

The physical delivery that supports statewide resource sharing efforts consists of regional delivery systems that interconnect with a cross-state delivery. Based on improvements implemented in mid 2001, a book can now travel between libraries at opposite ends of the state within 24 hours. Cross-state delivery is funded by the Board, and managed by the Boston Public Library.

- **Statewide Interlibrary Loan (ILL) Net Lender Offset Program**

The Statewide ILL Net Lender Offset Program, established under the Strategic Plan encourages resource sharing among libraries by helping to defray the cost of inter-regional ILL transactions. Regional library system members who self-certify that they lend, at no charge, a greater amount of library materials to libraries than they borrow from libraries outside their region are eligible to receive a net lender offset from the Board. Several regions have complementary programs for intra-region net-lending.

- **Innovation Grants**

Grant funds are available for projects that demonstrate innovative uses of technology, interlibrary cooperation or shared service delivery to improve information delivery to library users. There is no set time frame for proposing Innovation Grant ideas. Staff of the Library Development Unit will work with a library on the development of a potential innovative project.

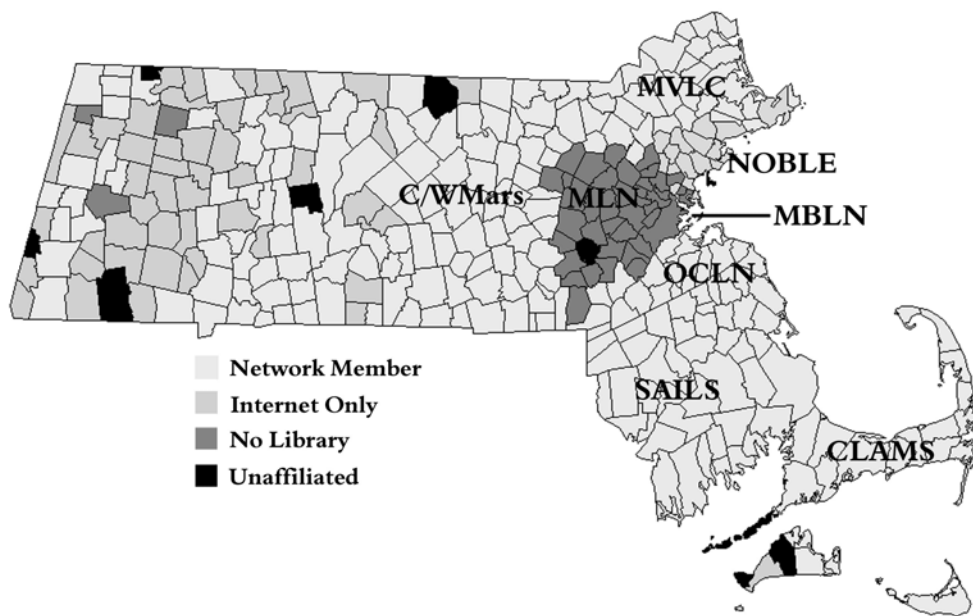
- **Education And Training**

The Board funds training programs for library, region and network staff on a variety of topics, often with a technology focus.

LIBRARY TECHNOLOGY

- **Automated Resource Sharing Networks**

Nine library automated resource-sharing networks form the backbone for library resource-sharing in the Commonwealth, providing online public access catalogs with live holdings status, circulation control, and shared bibliographic and patron databases. As of August 2001, network catalogs contained a total of 7.5 million titles representing 29 million items. Public libraries comprise the majority of the membership, with 355 of 370 public libraries represented. Memberships may be available at any of four cost and service levels: full, mini-net (a shared full membership), online affiliate (more limited), and dial-up or online Internet (a minimal level of participation). This represents an increase of 57 public libraries since 1997. During the same period, membership of other types of libraries declined from 66 to 52.



MEMBERSHIP BY LIBRARY TYPE FY2002

Library Type	CLAMS	C/WMARS	FLO	MBLN	MLN	MVLC	NOBLE	OCLN	SAILS	Total
Academic	1	9	9		6		9	1	2	37
Public	31	170		3	35	36	17	25	38	355
School		2				1			8	11
Special		1	1	1			1			4
Total	32	182	10	4	41	37	27	26	48	407

MEMBERSHIP BY MEMBERSHIP LEVEL FY2002

Member Type	CLAMS	C/WMARS	FLO	MBLN	MLN	MVLC	NOBLE	OCLN	SAILS	Total
Full	30	49	9	4	41	30	27	26	47	263
Mininet		21								21
Online Affiliate		62	1			7				77
Dial-up	2								1	11
Internet Only		50								50
Total	32	182	10	4	41	37	27	26	48	407

These networks have agreed with the Board of Library Commissioners to provide certain services and meet certain standards under the Strategic Plan. They are required to offer membership to libraries of different types, adhere to MARC cata-

logging standards, utilize TCP/IP for Internet access, support ANSI/NISO Z39.50 searching protocols, offer dial-up Internet accounts to members of the regional library systems, offer access to electronic transmission of interlibrary loan requests for member and affiliate libraries, transmit electronic interlibrary loan requests from the regional interlibrary loan center, and offer member and affiliate libraries the ability to contribute bibliographic resources to the shared databases.

The Board uses state funds to help offset telecommunications costs for the networks and to provide annual grants supporting the networks' role in maintaining the statewide virtual catalog. By definition, automated resource sharing networks serve multiple member libraries. Where the members are municipally funded, at least two municipalities must be included.

- **Small Libraries in Networks**

A state grant program for FY02 and FY03 entitled "Small Libraries in Networks" provides a substantial offset to the initial costs of online affiliate or full membership in a network to new public library network members and members wishing to increase their level of participation. Should sufficient state funding become available under the Public Library Initiative, there will be ongoing membership offset for small libraries.

- **MassCat**

Five of the six Massachusetts regional library systems have brought up a union catalog so that small libraries of all types (primarily school libraries and special libraries) will be able to benefit from resource sharing across the state. MassCat services include a web catalog that is accessible to users from home, high quality MARC records for members' local systems, and an interlibrary loan module. MassCat currently has approximately 100 members and is expected to add 75 members per year. MassCat was initially funded with a state grant from the Board of Library Commissioners and regional library system funds. MassCat can be found at <http://www.masscat.org/>.

- **MARC Conversion**

Under this program, libraries are encouraged to add or create new MARC records, add unique holdings, or batch load holdings from stand-alone systems to network and regional bibliographic databases. The Board offers annual support to assist libraries to convert unique holdings to MARC records for access through library catalogs accessible on the Internet. Funds are offered through the regional library systems for conversion of records into regional bibliographic databases and to automated networks to support the cost of acquiring unique records for new member libraries and for special collections held by existing members.

- **Telecommunications for Resource Sharing**

The Board of Library Commissioners helps offset telecommunications costs for the nine automated resource sharing networks in the Commonwealth. Currently, 355 of 370 public libraries have dedicated, direct connections to these networks. With the additional leverage provided by the federal "E-Rate" program discounts, the

Board's total funding of \$900,000 offset approximately 67 percent of the high-bandwidth telecommunications and Internet costs of the networks in FY2002.

- **Network Connections for Libraries**

Network Connections for Libraries (formerly called *TCP/IP Upgrades for Libraries*) is an annual state grant program to offset the cost of telecommunications hardware for libraries joining a network for the first time, upgrading their network membership or upgrading their connectivity bandwidth to provide users graphical access to text and multimedia applications. Up to \$100,000 per year are awarded directly to automated resource sharing networks to offset the cost of acquiring telecommunications hardware.

- **The Virtual Catalog**

The statewide virtual catalog project is the culmination of years of work and support for the automated library networks and regional member libraries. The virtual catalog permits users to perform a single author, title or subject search and retrieve results providing locations and availability status for materials held by all participating libraries. Users are able to place electronic reserves using their library card and have material delivered from across the state to their local library. The virtual catalog will make it easier for users to locate material anywhere in Massachusetts, speed up delivery of that material, and through tight integration with local circulation systems, automate the whole interlibrary loan process.

A number of grant programs laid the groundwork for the virtual catalog, including network system upgrades, telecommunications upgrades, and a series of Z39.50 interoperability grants to networks and Boston Library consortium members during the mid 1990's. In May 1999 the Board awarded the first Virtual Catalog/ILL System pilot grant to an alliance of the Boston Library Consortium, the Minuteman Library Network and the Metro Boston Library Network. Since then two more grants have been awarded, so that by November of 2002 all 16 current Boston Library Consortium members and six of the nine automated resource sharing networks will be full participants. The remaining three networks will be searchable, but will not yet have integrated ILL functionality. Massachusetts library patrons will be able to search over 56 million holdings.

The Board intends to support complete integration of the final three networks, additional unaffiliated Massachusetts library catalogs, and the MassCat union catalog in future years.

SCHOOL LIBRARIES

As the regional library systems have become increasingly multi-type, more school libraries have come within the purview of the Board of Library Commissioners. Moreover, the advent of LSTA brought changes in the federal grant program that allow school libraries to participate in the direct grant program. Membership in a regional library system is an eligibility requirement for the Massachusetts grant program; the number of school libraries now holding regional membership is 971.

Another grant requirement is the preparation of a long-range plan. In 1999, the Board of Library Commissioners funded the development of the School Library Media Center Long-Range Planning Guide to assist school library media specialists in their planning efforts. The regional library systems then assumed the job of providing training and support in this process. To date, 54 plans have been received, and the numbers increase steadily. These plans cover 191 school libraries. As a result, 26 grants were awarded in the first two years to public, private and charter school libraries throughout the state.

Some national initiatives important to school libraries have begun to take shape in 2002. Laura Bush has proposed a major project that will recruit new talent into the field of librarianship, and President George W. Bush has signed into law the sweeping “No Child Left Behind Act” of 2002. Together these initiatives will bring new funding to school libraries, which have suffered a financial drought for the past 25 years. Most of these monies will be funneled through the Department of Education to school districts throughout the state. A comprehensive statewide study of school libraries was conducted in 1999 by Simmons College Graduate School of Library and Information Science. Survey results were related to MCAS (Massachusetts Comprehensive Assessment System) scores to determine the impact of school libraries on student achievement. The outcomes confirmed that at each grade level, schools with library programs have higher MCAS scores, and that students at each level score higher when there is a higher per pupil book count.

Massachusetts has approximately 1800 public schools, of which 1476 have library media centers (reported in 1998 by the National Center for Education Statistics in *School Library Media Centers - 1993-94*). According to statistics reported in the Simmons study (based on USDOE rankings for 1998-99), Massachusetts ranks 49th out of 50 states in terms of providing its public schools with library media centers and 38th in providing public school students with certified library media specialists. The state ranks only 41st in teachers who agree that library materials are adequate to support objectives. Circulation statistics per pupil are at the lowest possible ranking. There is no state aid for school library funding in Massachusetts, categorical or otherwise.

Educational reform initiatives and the rapid advance of technology have had their impact on school libraries as well. They struggle to keep their collections current with changing Curriculum Frameworks, work toward automating the library and participate in network activity, and seek training to achieve the necessary levels of staff expertise in an increasingly complex technological environment.

ACADEMIC LIBRARIES

Academic libraries in Massachusetts have a long history that can be traced back to Harvard College in the 1630's. This began the development of many fine facilities and collections that are key to the educational process. This tradition has been supported both by generous gifts and talented personnel. The U.S. Department of Education's National Center for Educational Statistics (NCES) has the responsibility for the collection, analysis, and reporting of educational statistics across the country. The NCES developed the Integrated Post Secondary Education Data System (IPEDS) as its core post secondary education data collection program in 1988. The academic libraries portion of the IPEDS survey is administered every other year and coordinated in Massachusetts by the IPEDS

Coordinator at the Board of Library Commissioners. A total of 129 institutions of higher learning in Massachusetts confer degrees at, or above, the associate degree level (33 are public and 96 are privately supported.) Student enrollment statewide is approximately 415,616 (178,376 public and 237,240 private). (*Digest of Educational Statistics, 2000*, NCES.)

Both public and private institutions are affected by many of the same factors that impact other public institutions, such as financial support, societal pressures, and the need to blend traditional values and more scientific approaches. Libraries in public academic institutions showed some recovery from the massive legislative budget cuts that they experienced in the early 1990s. In FY1992 the budgets for these libraries was at \$4.5 million. In FY2000, it had climbed back and exceeded \$42.5 million. By the same token, the library budgets for privately supported academic libraries exceeded \$173 in FY2000. Unfortunately the trajectory has once more changed direction; Massachusetts public higher education libraries were funded at \$14 million for materials in FY2001, and have been recommended for \$5 million dollars in funding for FY2002. Under the Board's Strategic Plan, academic libraries are eligible to join the regional multi-type library systems and share in the benefits and services provided that they meet membership eligibility requirements. As of the summer of 2001, 112 academic libraries were members of the six multi-type regions in Massachusetts.

HEALTH SCIENCE AND HOSPITAL LIBRARIES

Massachusetts has 153 health sciences libraries composed of hospital, pharmaceutical, and academic libraries. These libraries support the health information needs of physicians, nurses, researchers, and health administrators. Health science libraries have increasingly expanded their patron base to offer consumer health information and Internet training to the general public. The National Network of Libraries of Medicine (NNLM), a division of the National Library of Medicine, has established a network in order to support the training and development of medical librarians and health professionals. The network also supports the electronic infrastructure established for the rapid delivery of health information. The regional office for the NNLM is located at the University of Massachusetts Medical School and also offers health information training to public librarians in a six state region.

SPECIAL LIBRARIES

The Special Libraries Association (SLA) defines a special library as one maintained by an individual corporation, association, government agency, or other group for the purpose of collecting, organizing, and disseminating information and devoted primarily to a special subject with specialized service to a specialized clientele that requires in-depth assistance in locating, using, and analyzing subject-oriented information.

The SLA Boston Chapter is the primary professional organization representing special libraries in New England and draws approximately 85 percent of its membership from Massachusetts. Special libraries are represented on the Board of Library Commissioners committees, including SACL. Following the development of the Board's Strategic Plan,

194 special libraries have joined the regional multi-type library systems. At the same time, some 700 special libraries have been identified statewide.

INSTITUTION LIBRARIES

In the last century, Massachusetts maintained a wide network of publicly funded mental health hospitals to provide a safe haven and humane treatment for the seriously mentally ill. By the end of the 20th century, this group of institutions had fallen into disrepair and was not providing adequate service for patients. Over the past few years, patients were removed from institutions and placed in community settings where services were locally administered. By the late 1990's, the numbers of those institutionalized in state mental hospitals had dwindled to about 2,500. Currently no patient library service is provided and there is limited library service available for staff and caregivers in a few institutions.

The Department of Public Health maintains a system of four multi-specialty hospitals that provide acute and chronic hospital medical care to individuals for whom community facilities are not available or where access to health care is restricted. They provide ambulatory and inpatient services around issues of mental health and substance abuse. Library services for institutionalized populations in public health hospitals have been phased out over the past ten years.

The Massachusetts Department of Correction (DOC) is responsible for care and custody of inmates who have been criminally charged or who are in custody. Within the past five years, the state has gradually assumed more responsibility over the County Houses of Correction (HOC), which generally maintain inmates serving shorter sentences. The state takeover of county facilities is still in a transition phase. Several House of Correction facilities have general and law libraries that are staffed by trained librarians.

According to the latest DOC annual report, in the year 2000, the jurisdiction population was 10,712 and the custody population was 9,962 male and female inmates housed in 22 facilities across the state. The median age of the jurisdiction population is 30.4 years for males and 33.2 for females. Sixty-four percent of males were incarcerated for a violent offence while 36 percent of females were incarcerated for a drug offence.

The DOC maintains library services staffed with a professional librarian in ten of its institutions. Library Services include both law and general library services. A Manager of Library Services provides guidance to the librarians and ensures that DOC policy is carried out. The general library is an information center for the institution, supporting, broadening and strengthening the institution's programs by providing materials for recreational and educational purposes. Some libraries offer programs in literacy and English for Speakers of Other Languages (ESOL) or teach *Able Minds*, a literature-based program designed to help inmates rethink how they make choices. Within the inmate population, 56% of inmates tested below the ninth grade reading level. Many inmates have an identified or suspected reading disability. This figure is significantly higher than that found among the general public. Inmate needs include requests for material in languages other than English and appropriate for lower literacy levels. Librarians are requested to select print and non-print materials to for a population that is increasingly culturally, linguistically and educationally diverse.

Institutional library budgets are extremely uneven. While inmate access to the courts guarantees the institution library maintain an up-to-date law collection, there is often little or no support for the general library. Budgets for the general library are poor or non-existent. Support through the Regional Library System has been especially helpful to those librarians who depend upon interlibrary loan and the delivery service to secure materials from public or other libraries. Institution library staffs have also benefited from the connection to the region and the ability of staff to take advantage of continuing education programs.

LIBRARIES SERVING PEOPLE WITH DISABILITIES

In the year 2000, 14 percent of people at least five years or older in Massachusetts were reported to have some form of disability. The likelihood of having a disability varied by age—from 6 percent of people 5 to 20 years old, to 12 percent of people 21 to 64 years old, and to 37 percent of those 65 and older.

Under the previous five year LSTA *Massachusetts Long-Range Plan (1998-2002)*, the MBLC identified the challenge for many residents who did not fully utilize libraries because of disabling conditions including visual, hearing, and mobility impairments. To meet that need, in 1999 the agency worked to develop a document, *Planning for Library Services for People with Disabilities*. Over the past two years, more than 120 library staff members have received training in the use of this planning tool. To date, twenty-two libraries have received mini-grants as the result of writing a specific plan to serve this identified population. The purpose of the grant is to demonstrate how library services will be made available on an equal basis to all members of the community. Funds have been used to provide adaptive equipment, materials and services that will promote better utilization of the library. It includes purposeful staff training both to meet customer service needs and the use of assistive technology. This program has attracted all types of libraries. Grants have been awarded to prison, hospital, academic as well as public libraries supporting the conclusion that services are needed among all types of libraries.

The Board of Library Commissioners has state authority over the distribution of regional library services for the blind. These services are maintained through contracts with the Perkins School for the Blind, Braille and Talking Book Library (BTBL) and the Talking Book Library (TBL) at the Worcester Public Library. Both libraries provide special materials to anyone unable to read print books due to a disability.

The libraries are affiliated with the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The BTBL at Perkins loans Braille and the playback equipment for recorded materials to eligible patrons in all regions of the state. They also loan recorded reading materials to residents in the Eastern and Western parts of the state. The TBL in Worcester provides service to the seventy communities in the Central Region. The BTBL also loans Braille and recorded materials and equipment to Massachusetts public libraries who wish to have them on site for the convenience of their eligible patrons.

LIBRARY EDUCATION

The Graduate School of Library and Information Science at Simmons College in Boston remains the only institution in Massachusetts offering the ALA-accredited Masters in Library Science (MLS). This poses some difficulty for students living at a distance from the Boston area. In 2001, however, Simmons for the first time offered certain of its courses on the campus of Mt. Holyoke College in South Hadley, benefiting students in central and western Massachusetts. Nearby out-of-state institutions offering the degree include the University of Rhode Island (which also offers off-campus courses at UMass-Amherst, UMass-Boston and the University of New Hampshire), the State University of New York at Albany and Southern Connecticut State University.

Library education is more important than ever as we face a growing shortage of professional librarians and especially children's librarians. Some 58 percent of professional librarians will reach retirement age between 2005 and 2019. Replenishment of that pool is an issue to be addressed, and it is to be hoped that President Bush's recent "No Child Left Behind" proposal will succeed in this.

School librarians seeking library-media specialist certification from the state will find a program of study at Simmons, Boston University, Salem State College and Cambridge College and Framingham State College. For many years, Bridgewater State College has offered a program also, but as of 2002, it faces an uncertain future.

New on the horizon and gradually increasing in importance is distance learning. A small but growing number of students are taking courses online from remote universities and colleges, working toward certification or the Master's degree. A local example is the Board of Library Commissioners funding of the Central Region in 2000 to conduct a LSTA pilot project partially using distance learning to conduct the Administration course of the region's Basic Library Techniques program. Much was learned that can be applied to future ventures.

Continuing education programs, workshops and conferences have burgeoned in the state within the past five years. The six regional library systems provide a large and varied menu of programs to suit the needs of their multi-type libraries, with many of the programs related to the new technologies. The automated networks, the Board of Library Commissioners, and the professional library associations add to the list their institutes, symposia, and annual conferences. Such in-service education has become vital in preparing librarians to deal with the constantly new and evolving technological environments in libraries and the issues that arise with their use.

THE STRATEGIC PLAN AND THE PUBLIC LIBRARY INITIATIVE

The *Strategic Plan for the Future of Library Services in Massachusetts* was adopted by the Board of Library Commissioners in July 1993. It outlined a new approach to the improvement of library service for all residents of the Commonwealth built on multitype library cooperation and new state funding for regional library systems and statewide services. At a special meeting of the Board in January 2001, members of the library community enthusiastically affirmed the value and importance of the Strategic Plan initiatives to their libraries, to their customers and to themselves as librarians.

The specific programs implemented under the Strategic Plan are detailed elsewhere in this report. Here are a few highlights:

	1995	2001
Regional Membership	371	1694
Regional Delivery (items delivered)	2.5 million	3.8 million
Regional Training (attendance)	4845	8932
In State Interlibrary Loan	800,000	1.5 million
Statewide Licensed Databases (articles used)	0	3.3 million
Annual state support for automated networks	\$477,235	\$1,950,235

THE PUBLIC LIBRARY INITIATIVE

In 1999, the Board launched a statewide planning effort intended to provide increased support for public libraries through the state aid to public libraries and related programs. The resulting *Proposal to Strengthen and Improve Public Libraries in the Commonwealth of Massachusetts* adopted by the Board in February 2000 seeks \$9 million in new support for public libraries under a number of program initiatives. These include a \$2 million annual public library grants program; a \$350,000 annual Small Libraries in Networks program; a \$4 million annual increase in the basic state aid program to recognize libraries that exceed minimum standards; a \$1 million increase in basic formula state aid; and a \$1 million annual fund for libraries to encourage private fund raising. As of yet these programs have not been funded by the legislature.

Mission Statement

To provide every resident of Massachusetts with equal opportunity to access information resources that will satisfy individual educational, working, cultural, and leisure-time needs and interests, regardless of an individual's location, social or physical condition, or level of intellectual achievement.

Needs Assessment

OVERVIEW

The Long-Range Plan Steering Committee used a variety of documents as the basis for its needs assessment. These documents included the *Strategic Plan for the Future of Library Service in Massachusetts*, the Public Library Initiative, the Background section of this long-range plan, and the Himmel & Wilson evaluation of the previous long-range plan. The evaluation report shows substantial support for the current LSTA program and for the current goals and objectives. It also makes clear that much work remains to be done if we are actually to accomplish those objectives. The demographic information contained in the background section makes clear the dramatic effect of immigration on the population of Massachusetts over the last 10 years and the challenges libraries face in meeting the needs of these newcomers. From the Public Library Initiative we find support for the focus on staff training and professional education. Finally, the Strategic Plan continues to provide a touchstone for programs supporting resource sharing, multi-type cooperation, electronic services and information literacy.

EVALUATION OF THE MASSACHUSETTS LONG-RANGE PLAN 1998-2002

The Himmel & Wilson evaluation conducted focus group sessions, telephone interviews, staff interviews and a web survey to assess the previous Long-Range Plan. Approximately 200 individuals representing all types of libraries offered input in the course of the study. A self evaluation was also conducted by Massachusetts Board of Library Commissioners staff.

Participants agreed that MBLC's implementation of the LSTA is exceptional in its scope, in its relevance to the library community and in its accessibility to libraries of all types and sizes. Progress on Goal 1 (Technological Infrastructure and Preservation) was deemed the greatest, and building of the networks is highly valued and effective. Progress on Goal 2 (Library Staff Training and Support) has also been very good—it was mentioned that MBLC does a good job of building a training component into almost everything it does. Work on youth services was also believed to be exemplary.

Of mixed success were information literacy, bringing services to those who have difficulty using libraries, and making the public aware of library services. Overall the pro-

gram was seen as an accessible, fair and open process, ambitious in its goals, with program goals that were relevant to needs. Frustrations with the application and reporting processes were reported.

FOCUS GROUPS

Staff of the Library Development Unit chose to use professionally moderated focus groups as the primary needs assessment tool for this planning effort. This was done in part to move beyond the library community through focus groups with users and non-users and, in part, to check with the library community on programs offered and directions they would like to see for the next five years. To this end, City Square Associates of Brookline, MA was engaged to run a series of eight focus groups for library users and non-users and report the findings. The groups were conducted in March 2002. City Square held an additional series of 8 focus groups for library professionals in May 2002.

Following the focus groups, the moderator prepared a written report based on a review of the audiotapes of the sessions. Focus group input was presented to the Long-Range Plan Steering Committee. The executive summary of the City Square Research is presented here in its entirety:

EXECUTIVE SUMMARY

RESEARCH TO SUPPORT LSTA LONG-RANGE PLAN

SPRING 2002



I. RESEARCH OVERVIEW

Phase One. *On March 25-28, 2002, we conducted a series of eight mini-groups (75 minutes, 6-7 respondents per group) in four Massachusetts towns: Natick, Amherst, Middleborough, and Haverhill. They consisted of individuals who use libraries in 27 different communities. In each location there was a group of library users (defined as individuals who used the library five or more times a year) and a group of non-users (defined as individuals who use the library three or fewer times a year.)¹ A total of 45 individuals (37 Caucasian, one African-American, three Hispanic, and four Asian) participated in these discussions, the purpose of which was to better understand perceptions and usage of public, corporate, academic, or school libraries in Massachusetts.*

Phase Two. *On May 7-10, 2002, we conducted a series of eight triads (75 minutes each, 3-4 respondents per triad) in four locations statewide: Natick, Amherst, Middleborough, and Haverhill. These triads consisted of library professionals from eight types of library,*

¹ In Middleborough, a recruiting error resulted in two groups being comprised of individuals who use the library five or more times a year.

13 professional specialties, and 16 geographic areas. A total of 27 individuals participated in these discussions, the purpose of which was to gather feedback on and reactions to the Long Range Plan (2003-2007) prepared by the MBLC in connection with the LSTA.

Caveat on Method. *It should be noted that the research methodology employed here—focus groups and in-depth interviews—is qualitative in nature. As such, it is well suited for exploring topics in open-ended fashion and for probing meaning and motivation in detail. However, because of the small sample size and the fact that the sample is not systematically random, the results from this research cannot be projected onto the population from which the respondents were drawn. However, the consistency with which certain themes emerged and the depth of insight we observed in the respondents makes us confident in conveying this information to the MBLC as valuable input in the development of its Long Range Plan.*

II. LIBRARY PATRONS AND PROFESSIONALS: COMMON THEMES

Although the format and method of the discussions among library patrons and professionals differed, certain themes surfaced prominently in both segments.

1. Focus on Children and Young Adults. Library professionals all agree that people of all ages need to be taught the skills necessary to find and screen information in a technologically-changed environment. However, they focused on the needs of children and young adults. Similarly, many users and non-users say that they judge the quality of a library based on its area for children. The majority of respondents, from both phases of research, believe that libraries should and do put adequate resources into children's offerings; but there was some sentiment that teens are generally underserved in public libraries.

2. Accessibility for Underserved Populations. Library professionals see access and expanded menus of services as essential to making the library a more useful and welcoming place to diverse types of people. Users and non-users noted that their libraries are wheelchair accessible, but few knew whether their libraries provided books in large print, hearing assistance, or resources in languages other than English. Many of these respondents thought that their libraries could do more to make themselves user-friendly for senior citizens.

3. Public awareness. Library professionals unanimously consider increased public awareness as key to increasing library usage. These respondents were passionate about the prospect of federal grant money being used to support media awareness campaigns and emphasized that these funds should be used both for conventional media statewide

and to provide local libraries adaptable public relations resources for use on the local level. Users and non-users agreed that advertising in general media outlets would also be an appropriate and effective way for libraries to publicize resources. Many of the non-users especially expressed surprise at the breadth of resources and services offered by today's library and indicated that they'd be more inclined to use their local public library if they knew more about what it offers these days.

4. In-Library Technological Resources. Most library professionals believe that improving technological capabilities of Massachusetts' libraries is an appropriate and attainable goal for both individual libraries and for statewide initiatives. Several users/non-users report using their local library for Internet access. Others noted they used word processing and other software and hardware available in the library. Many of these respondents expressed a desire for more computers at their library and for the ability to reserve more and larger blocks of time on them. For many library professionals, their support of in-library technological initiatives was tempered by a concern that there might not be adequate staff resources to support the enhancements.

5. Electronic Delivery of Services. In addition to emphasizing the necessity of sufficient technological resources within the physical library, library patrons and professionals also acknowledge the wide possibilities created by technology—though patrons (particularly the non-users) were generally less aware than the library professionals. For example, library professionals embrace the concept of a digital library—even if they weren't always sure what "the digital library" entailed. Especially in the Metrowest and in South-eastern Massachusetts library regions, they already make extensive use of their library networks and are anxious to see technology used to facilitate more statewide sharing. Many respondents also responded well to the concept of an online reference service, but emphasized that the service would have to mimic the face-to-face interaction between a patron and a reference librarian to be effective. Respondents in each phase of research spoke of the advantages associated with remote access to catalogs and functionality like online book reservation and book renewal. All respondents who were familiar with these capabilities endorse them enthusiastically; those who were not were intrigued by the concept and wanted to learn more.

6. Customer Service and Professional Development. Current and prospective library patrons believe that a focus on customer services is essential—many of the users stating it was a major factor in their decision to frequent a local library, and some of the non-users indicating that perceptions of poor customer service were a factor in their decision not to use their local library more frequently. Library professionals echo the importance of customer service; many spoke enthusiastically of workshops and seminars they've attended in their own regions. However, many believe that the amount of work, stress, and pressure on a library professional has a greater impact on their ability to provide good customer service than does any amount of training or skill building.

III. LIBRARY PATRON FINDINGS

The following insights were specific to the mini-groups conducted with library users and non-users:

1. Impact of early childhood experience. Early childhood impressions of libraries appear to impact adult usage: a) Users have an enduring perception of the library as a place of refuge and discovery. b) Non-users cited childhood experiences with stern or frightening librarians and spoke of a diffidence about using the library in their youth and adulthood.

2. Types of usage. Apart from a desire to spend spare time at the library for personal interest or relaxation and frequency of visits, users and non-users did not differ considerably in terms of the library resources they use. Several respondents in both groups confirmed they borrowed books on tape and videos as well as books, used the computers for either Internet/email access, used word processing programs or attended meetings/functions, or taken computer literacy or other courses at their local public library. Users were only marginally more aware than non-users of the electronic delivery of services—e.g., remote access to the collection or the ability to reserve a book online.

3. Obstacles to more frequent usage. The majority of respondents cited their libraries' limited hours of operation—especially on evenings and weekends—as the main reason they don't go more often. Non-users also stated they that didn't go to the library often as they find the environment intimidating and do not find some of the comforts and amenities that they've come to appreciate in bookstores: big, comfortable chairs, pleasant lighting, or a good cup of coffee, for example.



IV. LIBRARY PROFESSIONAL FINDINGS

The following are insights specific to the interviews conducted with library professionals.

1. Statewide Projects vs. Individual Library Grants. Library professionals deem the advancement of technology and improved access to information as particularly appropriate arenas for the MBLC to retain and deploy federal funds. They spoke of economically challenged libraries receiving access to the same information as more affluent libraries and of the benefit of improving resource sharing throughout the state. They also see statewide initiatives as crucial in streamlining processes and preventing duplication of efforts around the state.



2. Library Staff Training and Support. Nearly all respondents agreed that there is a significant need among staff for ongoing training and professional support. In addition to emphasizing that the resource-constrained environment has more of an impact on their ability to deliver than does the availability of workshops and seminars, they also indicated a desire for alternative training options. Several respondents spoke of past workshops they wanted to attend but couldn't for a variety of reasons. Some thought they would have been more likely to participate if the workshop had been conducted through distance learning. But others—especially individual librarians in institutional or isolated settings—cautioned that distance learning should not take the place of essential peer support and interaction. For these, fellowship and camaraderie with other library professionals face-to-face was as important as whatever new information they acquired.

3. School and Public Library Cooperation. Despite the fact that the document they reviewed made no explicit mention of the issue, many library professionals, on an unaided and unprompted basis, urged for enhanced cooperation between schools and public libraries. This, they believe, would give students better and more comprehensive learning and access. It would also facilitate the completion of class assignments and lead to a more generally satisfying experience for everyone involved—teachers, students, parents, and librarians. They also expressed their belief that an adult appreciation for everything a library has to offer depends on it becoming an ordinary part of a person's experience in early childhood and throughout a child's school-aged years. Library patrons—even parents of school-aged children—were more ambiguous on this topic. Several stated it would be a nice improvement, but few identified it as a top priority.

4. Need for Basic Resources. Though nearly all library professionals reacted positively to the goals and objectives outlined by the MBLC, many were vocal that their real needs were for basic resources: staff, computers, books, facility renovations and maintenance. These needs were discussed most by public school, institutional, and small-town, public library professionals who find themselves to be lacking some basic resources. The message seemed to be: Special programs funded by grants are all well and good, but what's the point of pursuing these if we're just barely providing basic services?

5. The Grant Application Process. These library professionals—both the experienced and inexperienced—describe the grant application and administration process as onerous and burdensome. The time and work involved have deterred some from applying while others said they were apprehensive of applying because they weren't confident they had the time or staff resources to succeed at the initiative in the long run. Several also perceive that the same amount of work is required no matter how large or small the amount of money in question, and said that a streamlined “mini-grant” option would make them much more willing to participate.

Goals and Objectives

GOAL 1. Enhance Massachusetts library resources and their accessibility to residents by building the technological infrastructure needed to link all types of libraries and by promoting preservation and access.

A comprehensive approach to delivering information to residents via electronic library linkages permeates the vision and goals enumerated in *A Strategic Plan for the Future of Library Services in Massachusetts*. The deployment of new technology and a continued emphasis on the librarian as skilled information navigator are essential to the delivery of library services over the next five years. This goal provides for the electronic delivery of information through libraries to the community, the extension and enrichment of electronic resources, and the preservation and digitization of, and access to, library and archival materials.

Management Objective: Improve the technological capabilities of Massachusetts libraries, automated resource sharing networks, regional library systems, and other cooperating library groups through direct staff consulting, electronic and print publications including annual data collection and reporting, and support services.

Objective 1: Support the development of the technological infrastructure needed by Massachusetts libraries to access library automation and electronic information services and to extend these resources into the community.

Objective 2: Support the planning and development of a digital library for Massachusetts to include the virtual catalog*, patron authentication service*, licensed databases, online reference services and enhanced access to periodical articles not available online.

Objective 3: Ensure access to information by preserving significant source materials in their original format, reformatting or copying material at risk of loss, providing information on appropriate environmental and physical storage conditions and offering training in disaster preparedness.

Objective 4: Provide electronic access to historical and other significant research materials through digitization.

Coordination: Automated resource sharing networks, cooperating library groups, regional library systems, and other organizations working to preserve and digitize resources.

Strategies for Implementation:

- **Statewide Programs**

Federal funds may be used to support statewide programs and services which have broad impact; libraries of all types will benefit either directly or indirectly; the MBLC may enter into a contract with a vendor, regional library system, automated resource sharing network, or other cooperating group to carry out the intent of a specific goal.

- **Publications**

Material published in print and electronic format to further the mission of the library community and library development may include policies, statistics, survey instruments, professional information, planning documents, newsletters, and brochures or other publications such as public relations material that would carry out the intent of a specific goal.

- **Institutes**

In-depth, multi-session programs that feature a combination of presentations and working sessions on selected topics based on library needs and interests; designed by MBLC staff working with an advisory committee; attendance limited to a specified number of participants; may be offered in a central location or in more than one region; *e.g.* Science Reference Institute, Health Reference Institute, Business and Career Institute.

- **Direct Grants**

Grants are available to libraries, regions, networks, and other cooperating groups which meet the qualifications as outlined in the policy section of this document.

GOAL 2. Maintain and extend effective library and information services for users by providing library staff with training and support.

The key to maintaining and extending effective library service is the assurance that library staff, including both professional and support staff, have access to adequate training that supports development of the most up-to-date interpersonal, communication, and technical skills necessary to respond to these changes with confidence and enthusiasm. Also important is providing special support for staff in communities with inadequate library service and communities serving economically disadvantaged populations.

Management Objective: Provide consulting services, technical assistance, and a comprehensive circulating and reference collec-

tion of professional materials to serve as a central resource for library staffs.

Objective 1: Coordinate and provide continuing education opportunities, improve customer service, and enable library staff to become better managers, proficient guides to electronic resources, and more responsive to user needs to meet public expectations.

Objective 2: Deliver continuing education to professionals, support staff and stakeholders in a broad range of content areas using both traditional and technologically facilitated methods, demonstrating emerging technologies when appropriate

Coordination: Regional library systems, MLA, MSLMA, school libraries, and automated resource sharing networks.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 3. Emphasize the vital role libraries play in lifelong learning by focusing on the importance of information literacy skills.

Library staff are in a unique position to assist the public in navigating the often bewildering and intimidating array of information sources available in the digital age. No longer does information come packaged in a form that makes evident to an individual its source, authenticity, accuracy, currency, or relevance. As information continues to multiply and an individual's technical skills to access it improve, greater emphasis will be placed on the value of professional library staff to serve as guides and teachers for lifelong learners and for those who need information.

Management Objective: Provide data, program development/evaluation, professional materials, and consulting services to libraries on information literacy and the critical role librarians play in helping and teaching users to navigate through the maze of information resources.

Objective 1: Develop programs and services using traditional instruction and Web-based tutorials to improve the information literacy skills users need to identify, locate, evaluate, and use information effectively and efficiently in the digital age.

Coordination: Regional library systems, automated resource sharing networks, and individual libraries.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 4: Strengthen the role libraries play in children's and young adults' learning and their success in life.

The ability to read is fundamental to success in today's world. It can affect economic, educational, and physical well-being as well as cultural and other dimensions of one's life. Learning to read in school is directly related to children's exposure early in life to adults' reading aloud, talking, and using language with them. Promoting these activities is one of the things that libraries do best. Public and school libraries should be active partners in the drive to raise children's literacy and increase their enjoyment of quality literature. Creative programming that draws children and young adults into libraries and into active reading programs has long been one of the chief talents of children's librarians.

Along with reading for pleasure, however, youth must also learn how to search and utilize the library's print, nonprint and electronic resources with greater effectiveness. Information seeking is a lifelong pursuit, and libraries are in a unique position to train students in methods that will result in accurate, relevant and up-to-date information that meets their needs. Cooperatively and individually, therefore, libraries should contribute significantly to laying a sound educational foundation for the youth of the Commonwealth.

Management Objective: Assist libraries in planning, implementing, and evaluating library services to children and youth.

Objective 1: Encourage and support the development of children's and young adults' reading skills and an appreciation of literature through a variety of innovative programs, including after school reading programs in school and public libraries.

Objective 2: Promote the development of skills, competencies, and knowledge that contribute to professional levels of children's librarianship.

Objective 3: Encourage and support the establishment and expansion of early childhood programs and services that stimulate a love of reading, provide an introduction to quality children's literature, promote early language development, and emphasize the importance of parental involvement in all these processes.

Objective 4: Encourage libraries to advance children's and young adults' information literacy by developing programs and services

that teach effective information research skills, utilizing both print and electronic resources.

Objective 5: Promote the development of family literacy programs that provide for both the emerging literacy skills of children and the parenting skills of low-literate adults.

Coordination: MBLC staff will work with regional library systems and MSLMA; cooperative efforts will be made with agencies that provide family support in the community such as the Massachusetts Department of Education, community specialists serving youth, day care and Head Start Providers, social workers, adult education centers, and health personnel.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 5. Provide a full range of services to persons who face special challenges using libraries.

Many residents of Massachusetts cannot utilize libraries fully for a variety of reasons: functional illiteracy; limited ability to read and use English; disabling conditions including visual, hearing, and mobility impairments; residence within an institution where libraries may be poorly supported or non-existent; or, socioeconomic factors such as poverty and transitional living arrangements. Current library collections may be inadequate, and staff may lack the appropriate training to meet the special needs of diverse groups of users. This goal affirms the role the library plays as an information access point for all, including those members of the community who are traditionally underrepresented.

Management Objective: Assist libraries in planning, implementing and evaluating library services for populations with special challenges and encourage libraries to identify and respond to the diverse needs of their communities.

Objective 1: Improve library services to people with disabilities through use of a specially designed planning process and encourage libraries to be responsive to user needs through special materials, training, and adaptive technology.

Objective 2: Strengthen the role of libraries in developing literacy and lifelong learning skills for adult new readers and those with limited English proficiency.

Coordination: Staff will work with other state agency groups such as the Massachusetts Department of Education, Executive Office of Education, Department of Health and Human Services, Depart-

ment of Correction, Department of Mental Health/Retardation, Massachusetts Commission for the Blind, Massachusetts Commission for the Deaf and Hard of Hearing, Massachusetts Commission on Disability, Office for Refugees and Transitional Assistance, Department of Elder Affairs, etc. In addition, staff will communicate with the consulting staff from the regional library systems and the regional and subregional Talking Book Library Programs to review data, policies, and procedures in order to meet program goals.

Strategies for Implementation: Statewide Programs, Publications, Institutes, Direct Grants.

GOAL 6. Increase public awareness of the intrinsic value of libraries in promoting personal and economic growth for every resident in every community through the wide array of programs and services that libraries offer.

There is strong evidence that the public is not well informed about the programs and services offered by libraries nor about the programs currently made possible through state and federal initiatives. It is especially important to inform the public about the services libraries offer given the clear warning signs for libraries as they enter a period of intense competition with new information providers for the attention of the public. A primary intent of the Strategic Plan is to position libraries and library staff to meet the rapidly evolving public need for access to information resources in both print and electronic formats. Without a concerted statewide effort to increase awareness, the public will not consider the library as the first, most comprehensive and credible source to go to for information.

Management Objective: Collect, analyze and disseminate data about libraries and their programs and services.

Objective 1: Manage and expand the statewide public awareness campaign to inform Massachusetts residents of the value of libraries for personal and economic growth in every community and the essential role of librarians as information professionals.

Objective 2: Offer opportunities for individual libraries, regions and networks to participate in the statewide campaign by using local approaches whenever possible.

Objective 3: Support approaches, strategies and programs that increase community connectivity, build social trust, and affirm the value of libraries as centers of civic life.

Coordination: This public awareness campaign will be coordinated with regional library systems and relevant professional library associations and organizations such as MLA, MLTA, MFOL, MSLMA, SLA/Boston Chapter, ACRL/NEC.

Strategies for Implementation: Statewide Programs, Publications, Institutes and Direct Grants.

*See Glossary

Massachusetts Long-Range Plan, 2003-2007

TIMELINE

GOAL 1

Management Objective

Objective 1: Technological infrastructure

Objective 2: Digital Library

Objective 3: Preservation

Objective 4: Digitization

GOAL 2

Management Objective

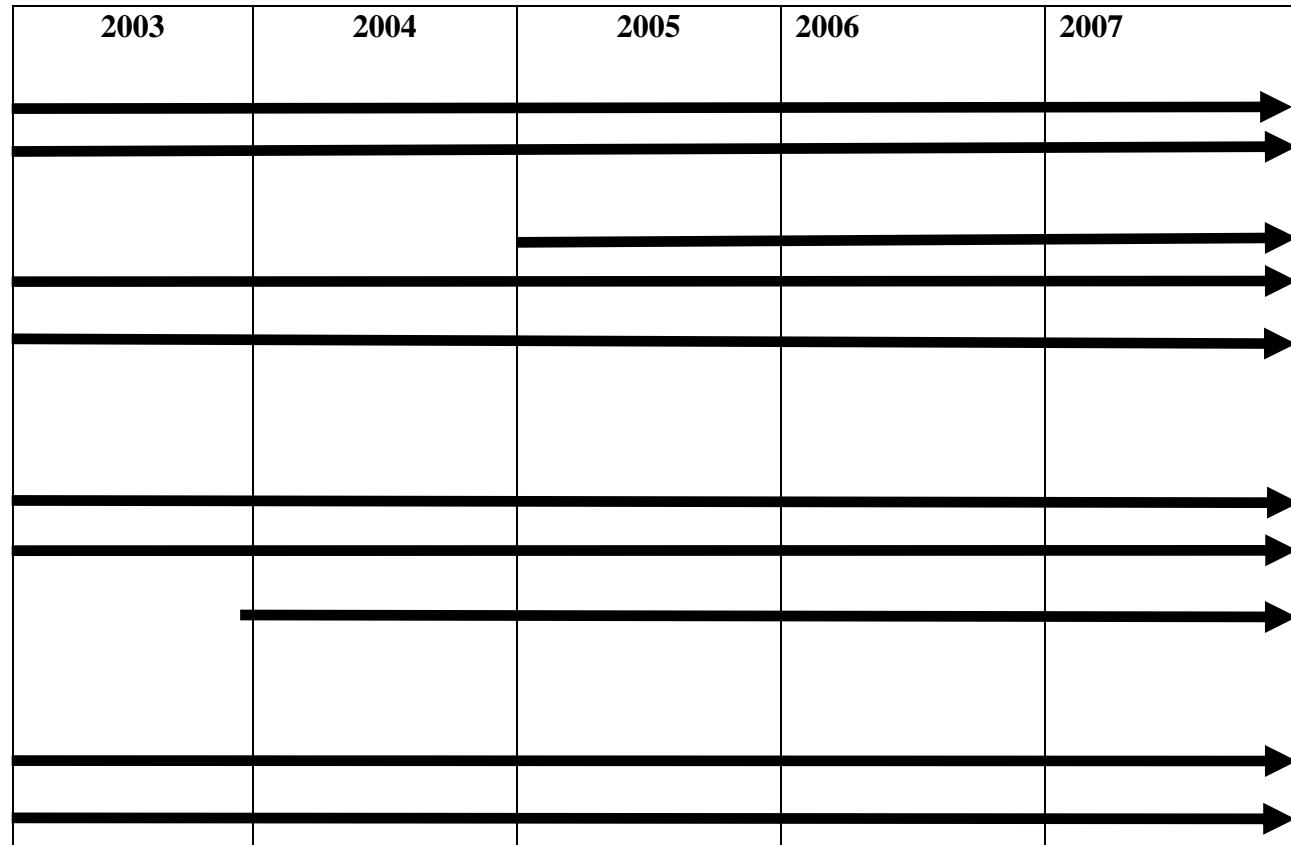
Objective 1: Continuing education

Objective 2: Using new technologies

GOAL 3

Management Objective

Objective 1: Information literacy



Massachusetts Long-Range Plan, 2003-2007

TIMELINE

GOAL 4

Management Objective

Objective 1: Reading Skills

Objective 2: Promote professional services to children

Objective 3: Early childhood programs

Objective 4: Information literacy

Objective 5: Family literacy

GOAL 5

Management Objective

Objective 1: Use planning process for service to people w/ disabilities

Objective 2: Adult new readers

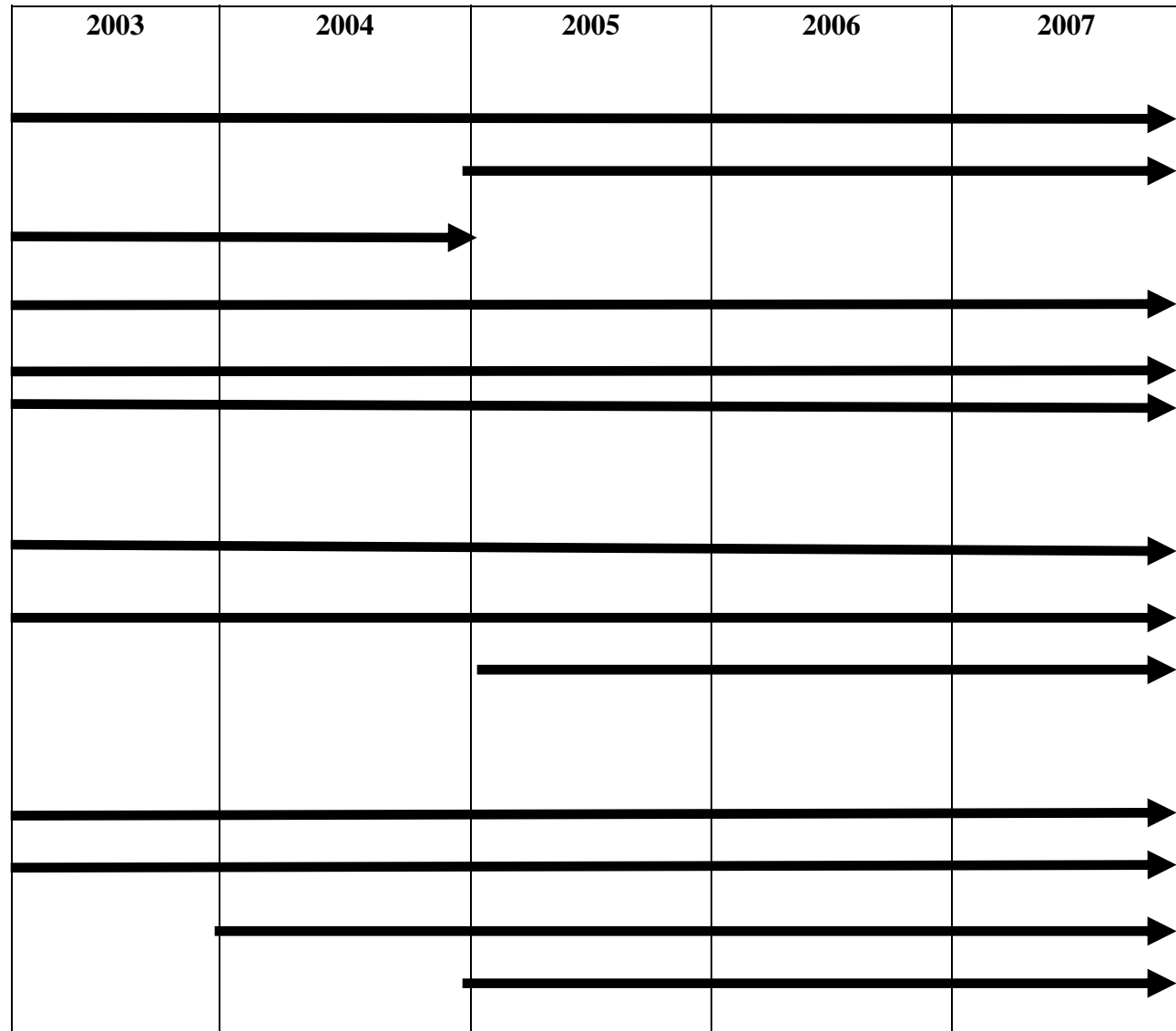
GOAL 6

Management Objective

Objective 1: Statewide public awareness campaign

Objective 2: Local public awareness

Objective 3: Libraries as community centers



Appendix A

Priorities, Policies, Procedures, Evaluation

PRIORITIES

In general, priorities for the use of federal funds will be to supplement the activities of state programs for the improvement of library services statewide.

ELIGIBILITY REQUIREMENTS:

Statewide Programs

All libraries, regional library systems, automated resource sharing networks, and other cooperating library groups in Massachusetts are eligible to participate in, and benefit from, statewide services and programs funded with LSTA funds. The term library includes:

- public
- elementary school or secondary school library
- institution
- academic
- a research library “that makes publicly available library services and materials suitable for scholarly research and not otherwise available to the public...and is not an integral part of an institution of higher education,” [P.L. 104-208, sec. 213(2)(D)], and
- those special libraries that are members of a regional library system

Direct Grant Programs

To be eligible to apply for direct grants, a library must be a member of a regional library system (**See Appendix A**) and have a current long-range plan (**See Appendix B**) on file at the Board. In addition, public libraries must have been certified in the Direct State Aid to Public Libraries program. For automated resource sharing networks or other cooperating groups, each member of the group must be a member of a regional library system as a contingency of any direct grant award.

General Policies

LSTA funds will be made available for statewide programs and direct grants to libraries, regional library systems, automated resource sharing networks, and other cooperating groups. All activities will address goals and objectives in the *Massachusetts Long-Range Plan, 2003-2007* and will conform with state and federal guidelines. Whenever possible, these activities will include cooperative and collaborative efforts that involve libraries, groups, agencies, etc. of different types.

A State Advisory Council on Libraries (SACL), comprised of sixteen representatives of all types of libraries, and individuals who use them, will act as an advisory board to the program; participate in annual planning and budgeting activities; review and evaluate *Statewide Programs, Direct Grant Programs*, and other activities that implement this Long-Range Plan; and make recommendations for funding to the Board of Library Commissioners. The Board establishes the process for selecting SACL members and Board liaisons.

In reviewing applications for *Direct Grant Programs*, the following policies will apply:

- LSTA funding is intended to provide seed money for the establishment of new services or supplemental funds for enhancement of existing services. Funds may not be used to operate programs or services on a continuing basis, to replace local operating money, or to fund projects from the same applicant for sequential or similar services.
- Multi-year projects may be considered for specific programs where the scope and complexity of the project requires activities to be conducted over a long period of time. Multi-year projects are not funded if the intent is to conduct the same activities continuously beyond one year.
- Prior to any LSTA grant award to applicants who have previously received a grant, all quarterly and final reports, evaluations, audits and other required documentation must be complete and on file at the MBLC.
- In the evaluation of future grant proposals the track record of the recipient in carrying out any previous projects will be a factor .
- A portion (generally no less than 30%) of the expenses for any project receiving LSTA funding must come from local funds as part of the project's implementation, and there must be reasonable assurance that the project can be continued locally if successful. Grant funds may not be used to pay indirect costs.

- Libraries joining an automated resource sharing network should be aware that equipment (such as workstations, printers, and scanners), other one time costs (such as initial fees, training fees, retrospective conversion, and other similar costs), and ongoing membership fees are considered a local responsibility and will not be funded through LSTA unless a specific program permitting such costs is approved by the Board of Library Commissioners.
- Automated resource sharing networks may apply for equipment costs, including central site and telecommunications network hardware, software, and installation costs. Generally, LSTA funding will constitute no more than 60% of such costs.
- LSTA funds will not be used to fund standalone automated systems. Federal funds will continue to be used to support cooperative automation efforts through automated resource sharing networks.
- Major equipment (such as motor vehicles, kiosks, etc., having an acquisition cost of over \$10,000) is not usually an allowable cost, and will be considered only as part of a program of services to a population facing special challenges using libraries. Such equipment will be funded for a maximum of 50% of the cost of acquisition.
- All projects must have a significant program component that will link the materials and activities planned as part of the project with the population it is intended to serve. Requests for materials/equipment only are not considered.
- It is not the purpose of LSTA funding for personnel to replace local staff funds, to pay staff already working full-time, to pay staff working on non-project activities, nor to be continued beyond a very specific time period. Any fringe benefits required locally may only be paid in proportion to actual time spent on LSTA activities. Full-time staff who have no choice but to do some project work after hours may be paid via stipends or contracts for a limited number of hours. However, such hours and pay rates must be clearly justified.
- Costs for purchase of consultant services are allowed only if the specific expertise and/or resource required is not readily available at the applicant's regional library system or the MBLC.

- In general, one project is funded per applicant in any grant round. Exceptions may be made for applicants representing larger libraries, regions, or networks as funds permit. Multiple projects to the same applicant for the same time period of implementation using the same staff are not funded.

PROCEDURES

Administration of LSTA

The Board of Library Commissioners will comply with the state matching and maintenance of effort levels required under LSTA and will expend no more than 4% of LSTA funds on administration of the program. This Long-Range Plan and annual program announcements will be distributed to all libraries and related organizations through email distribution lists, the MBLC's web site, and U.S. mail when necessary.

Statewide Programs

Activities are the responsibility of the Board and may be conducted in a number of ways, including direct services, contracts, or non-competitive grants to regional systems, automated resource sharing networks, or other cooperative groups that would ensure a statewide effort.

Direct Grant Programs

(1) **TARGETED PROGRAMS:** A specific broad-based area of need is identified, and each applicant designs a specific, individual response for its local community within the broad outline established, *e.g.* Network Upgrades, Information Literacy, and Preservation programs. Depending upon the scope of the project proposed, the grant amount will vary for each participating library. In any grant round a limited number of Open projects may be funded to respond to needs identified by the applicant and not covered by any currently offered targeted or mini-grant program so long as the project responds to a goal of this long-range plan and to a goal in the applicant's long-range plan.

(2) **MINI-GRANTS:** A program is specifically designed in response to a statewide need. The same program can be replicated in all applicant communities. Training and some administrative activities are provided by Board staff for a group of participating libraries. Examples of past mini-grant programs include Homework Centers, Customer Service, and Preservation Surveys.

Annually, SACL develops and recommends to the Board of Library Commissioners for its consideration a Program and Budget that is responsive to the long-range plan goals and objectives and the needs of the library community. Any *Direct Grant Program* to be offered in a particular year will be the subject of a program announcement that details the specific procedures for application and review. Applicants are required to file a Letter of Intent informing the MBLC of their desire to participate. Workshops and staff assistance are available for all grant programs to help applicants prepare

applications that meet the criteria for the program. All grant applications are reviewed by SACL, which may request additional information, and its recommendations are forwarded to the Board of Library Commissioners for approval. All grants are monitored by assigned MBLC staff to provide support and guidance in project implementation as needed and to ensure compliance with program criteria and all applicable federal and state requirements.

EVALUATION

Statewide Programs

Statewide programs are evaluated by the participants to measure outcomes.

Direct Grant Programs

Direct grant programs are evaluated using a combination of outcome and output evaluation techniques as determined by the specific program or project. Such evaluation includes a determination of the results of the actual implementation of the project in relation to its objectives, impact on the target group, and accomplishment of anticipated outcomes. Targeted and mini-grant programs may be evaluated individually by the participants in accordance with an evaluation plan presented in the approved project application, by MBLC staff, and/or by independent evaluators. During the initial year of this plan, the MBLC will contract with a professional evaluator to develop outcome evaluation tools for use with current mini-grant and targeted programs. These tools are to be used by all libraries implementing direct grant programs and will be used for both individual project evaluations and overall program evaluations.

Evaluation of LSTA

By the end of the fourth year of this long-range plan the Board will engage an evaluation consultant to conduct an overall evaluation of the agency's implementation of the plan and the results. This evaluation will reach out to libraries that have implemented projects, those who have not, and persons who have benefited from the projects. This evaluation will also be designed to provide a needs assessment for the following long-range plan through focus groups, surveys and other methods that reach both the library community and library users and non-users.

APPENDIX B

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION AS A MEMBER OF A REGIONAL LIBRARY SYSTEM

Any public, academic, school and special library within a region will be eligible to participate as a member of a Regional Library System upon meeting certain requirements. These requirements are that the participating library shall:

- a. be part of an organization or institution that has a legal basis for operation;
- b. have an organized collection of information and material accessible for use by its designated clientele;
- c. have a fixed location;
- d. have established and posted hours of service;
- e. have an on site, paid librarian-in-charge who meets Massachusetts education and certification requirements in effect for that type of library. (Each public school library member must be staffed by a full or part time librarian meeting Massachusetts certification requirements as a school library media specialist; each non public school library member must be staffed by a full or part time librarian meeting the Massachusetts certification requirements or possessing a Masters in Library Science degree.);
- f. have a written mission statement and service objectives;
- g. have an established funding base;
- h. be authorized to participate by its appropriate administrative authority;
- i. agree to the terms and conditions of the Regional Library System membership agreement as established by the Board of Library Commissioners. This agreement shall include certification by each member library that it meets the minimum eligibility requirements for participation, agrees to participate in interlibrary loan activities within the Commonwealth in accordance with the *National Interlibrary Loan Code for the United States* and agrees to provide data on the use of regional and statewide library materials and services.

All public libraries that are currently members of a Regional Public Library System are automatically members of the Regional Library System.

Note: This document may be revised by the Board of Library Commissioners during the course of this long-range plan. The current revision will replace this version.

APPENDIX C

LONG-RANGE PLANS

Although several formal planning approaches are available to libraries, no specific method is required. Regional library system consultants are available to guide and support libraries in implementing a planning process. For the purposes of this Long-Range Plan, all libraries, automated networks, and formally organized cooperating groups are required to complete a multi-year (3 to 5 years) plan. At minimum, the plan must include:

- a) a mission statement;
- b) an assessment of user needs;
- c) multi-year goals and objectives;
- d) an action plan for at least the first year of the multi-year goals and objectives that includes activities, with specific timeframes and/or other means for measuring progress, for achieving objectives;
- e) a brief description of the planning methodology;
- f) approval of the governing board;
- g) annually, by December 1st of each year, an update of the action plan for the following state fiscal year (July to June).

REVISIONS: To maintain eligibility libraries and other organizations must keep their long-range plans up to date. Under this long-range plan all such entities will have two years after the expiration year of existing plans to complete a new planning process and file a new plan.

DUE DATES: New plans must be submitted to the MBLC for review no later than October 1. Annual Action Plans must be submitted no later than December 1.

COOPERATING GROUPS: Any formally organized cooperating group must develop a cooperative plan.

SCHOOL LIBRARIES: School libraries may utilize the School Library Media Center Long-Range Planning Guide. Plans may be submitted by an individual school library or by a district, however, an individual school is not entitled to apply for a grant on its own unless it has filed its own plan.

REGIONAL LIBRARY SYSTEMS: The plan of service and annual program and budget will serve as the planning document.

STATEWIDE PROGRAMS: This Long-Range Plan, to be reviewed annually by SACL with input from regional administrators, network administrators, individual librarians, and other formal and informal advisory groups, meets the planning requirement for statewide programs.

LONG-RANGE PLAN COMPONENT DEFINITIONS

- **mission statement**—a concise declaration of the purpose of an organization, specifying the fundamental reason for its existence and identifying its major service roles and the major user groups at which they are directed.
- **assessment of user needs**—a description of the needs of the community the library serves; includes a gathering of information based on an analysis of the population, results of surveys, and a description of the library's existing services in relation to the community's needs and/or those in other similar libraries; addresses the library's need for technology; and takes into consideration other plans developed at the state, regional, and local levels. Under the Americans with Disabilities Act (ADA), effective January 1992, every public library regardless of staff size was to have completed a review of its facility for architectural accessibility and compliance with the ADA. The needs assessment component of the library's long-range plan should include this subject and identify barriers, outline corrective action, and include a mechanism to involve community members to discuss the process of making the library and its services fully accessible to all patrons.
- **multi-year goals and objectives**—goals are broad statements describing desirable end results toward which the library will work over the long-term, encompassing a vision of what services should be available; a goal is not measurable and may never be fully reached but will probably not change over a three to five year period; together with objectives, goals define a course of action for meeting the needs of a community. Objectives are specific, short-range statements of results to be achieved to implement a goal; they define how it will be done, who will do it, and when and under what conditions; objectives are measurable, include time frames and may or may not change over a three to five year period depending upon progress made.
- **action plan with specific timeframes and/or other measurements for achieving objectives**—the means used to accomplish an objective including specific tasks that will be done in a given year to achieve that objective; activities should include specific timelines and/or other measure for determining when the activities will take place and how the objective will be accomplished.

- **brief description of planning methodology**—identification of a specific planning process, such as the PLA process or MBLC school library planning process, and any modifications to it; or, if a library has not used a particular process, a description of what was done, who participated, to what extent, how and what data was gathered, and during what period the plan was developed.
- **approval of governing board**—assurance that the library's trustees for a public library; principal, superintendent or school committee as appropriate for a school or district; dean, provost or president for an academic library; or other governing unit as appropriate has reviewed the contents of the plan and voted to accept it.
- **annual updates of action plans**—by December 1 of each year, the action plan should be reviewed and revised to reflect activities that will take place in the next fiscal year to achieve the long-range plan's goals and objectives.

APPENDIX D

ACRONYMS, ABBREVIATIONS AND DEFINITIONS

ACRL/NEC	Association of College and Research Libraries/New England Chapter
ADA	Americans with Disabilities Act
ALA	American Library Association
ANSI/INISO	American National Standards Institute
BTBL	Braille and Talking Book Library at the Perkins School for the Blind
CLAMS	Cape Libraries Automated Materials Sharing, Inc.
C/WMARS	Central/Western Massachusetts Automated Resource Sharing, Inc.
DOC	Department of Correction
DOE	Department of Education
FLO	Fenway Libraries Online
IMLS	Institute of Museum and Library Services
LMC	Library Media Center
LRP	<i>Massachusetts Long-Range Plan, 2003-2007</i>
LSCA	Library Services and Construction Act
LSTA	Library Services and Technology Act
MARC	Machine-Readable Cataloging
MBLC	Massachusetts Board of Library Commissioners
MBLN	MetroBoston Library Network
MFOL	Massachusetts Friends of Libraries
MLA	Massachusetts Library Association
MLIN	Massachusetts Library Information Network
MLN	Minuteman Library Network, Inc.
MLS	Masters in Library Science
MLTA	Massachusetts Library Trustees Association
MSLMA	Massachusetts School Library Media Association
MVLC	Merrimack Valley Library Consortium, Inc.
NCES	National Center for Education Statistics
NOBLE	North of Boston Library Exchange, Inc.

OCNL	Old Colony Library Network, Inc.
OLA	Online Affiliate
OPAC	Online Public Access Catalog
P.L.	Public Law
PLA	Public Library Association
SABES	System for Adult Basic Education Support
SACL	State Advisory Council on Libraries
SLA	Special Libraries Association
TBL	Talking Book Library at the Worcester Public Library
TCP/IP	Transmission Control Protocol/Internet Protocol

DEFINITIONS

Virtual Catalog	The Virtual Catalog searches through many individual Massachusetts library catalogs for a book, CD, audio or video informs you who owns it and whether it is on the shelf, and offers the opportunity to request the item.
Patron Authentication	A system whereby licensed services may be accessed on the Internet by patrons using a personal identification number. Services may be provided on a statewide, regional or individual library basis.
Online Reference Services	Direct reference services over the Internet, using Internet chat.
Licensed Databases	Information provided for a fee over the Internet. Example: InfoTrac, Boston Globe Online. May be accessed from inside or outside the library. A library, region, network or the MBLC may pay the fee on behalf of a group of users.